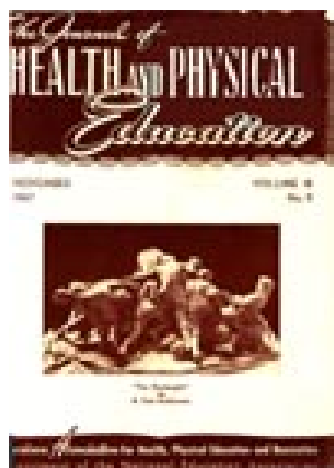


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Implications in the Teacher Shortage for Health and Physical Education

By

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WE hardly need be reminded that many teachers are stumbling into a new era of education with inadequate training and an attitude of professional indifference. These are the people who will be responsible for much of the learning that takes place for a postwar generation. The fact that during the war years two hundred thousand teachers left their jobs and more than one hundred thousand emergency teaching certificates were issued in order to fill these vacancies carries dangerous implications for millions of American children and youth. Will education increasingly become a question merely of obeying the law or will it be the challenging, stimulating, living experience which these pupils have a right to expect?

Although much publicity is now being given to the economic status of the teacher, and although this may be the very root of the dilemma education faces today, we cannot in any sense deny the fact that our schools must and will remain open in spite of this basic factor. Regardless of what is done to help solve the problem, many teachers will stick to their classrooms from a love of their profession and a sense of service. It seems that this group, however, is fast becoming a minority and now, as they observe the questionable tactics of their war-born colleagues, they cannot help but view the situation with alarm. Among health and physical education teachers conditions are especially critical. Because of the great demand for these people in war service of one kind or another, emergency certification in this field appears to be the rule rather than the exception.

Many communities are now beginning to realize that a great number of the teachers who left their jobs during the war years have no intention of returning to them. The overnight plans and temporary teaching assignments which were made are now becoming permanent. States with certification requirements in the various subject areas are anxious to delay the day when they will say to their teachers, "you must meet the minimum certification standards or be replaced." Some school boards are sending their teachers on a wild dash to the nearest college or university by insisting that they meet state standards in the subject areas for which they were forced to accept responsibility during the war years. States with no standards to enforce find themselves in an even worse position. Since in many cases trained personnel are unavailable, people who have neither aptitude nor interest in their work must be retained in teaching positions even though the school

administrative officers know that they will make no voluntary move to improve themselves. According to the National Education Association, four million children will be under incompetent teachers during the coming academic year and at least one hundred thousand will not have instructors of any kind. One out of every ten teachers in the United States currently holds an emergency sub-standard certificate, compared with one out of two hundred before the war.

What are the implications in this situation for health and physical education? A talk with school administrators, with parents, with pupils, or best of all with the teachers themselves will supply the answer. One teacher of physical education recently remarked, "I took the job because they offered me a separate fee of seven hundred dollars to coach the football team and since all teachers in our system are now receiving a three hundred dollar cost-of-living bonus, I'm making a thousand dollars more than I made five years ago when I left the teaching field. I'll leave again if they ever try to reduce my salary." This man had not even graduated from a school that offered training in health and physical education. A teacher of health remarks, "I will be glad when I can wash my hands of that dull subject and go back to a full-time history schedule." Another teacher of physical education scoffs at the idea of following a course of study with the words, "I'm not trained in physical education but I can throw a ball in the gymnasium as well as those fellows who are trained." Still another says, "Sure I'm going to take the courses required for state certification. My principal tells me I should be trained in physical education if I'm going to continue teaching in this field, but to me it's a laugh. We don't even require gymnasium suits in our school and the classes average about one hundred students for a fifty-minute period."

These statements are indicative of the treason being perpetrated in our midst. We cannot, we must not, allow such individuals to carry the banner in these decisive times. By their actions and their words they demonstrate a lack of ideals, character, and moral stamina which have been the very heart of teaching. We have pushed long and hard during the past twenty-five years in order to open the door of progress just a few inches. This is no time to allow it to be slammed in our faces.

Teachers have been the theme for many forms of humor but as outsiders view the teaching situation to-

day, many see more than a grain of truth in the oft-repeated statement: "Those who can, do, and those who can't, teach." The critical teacher shortage has caused school administrators to discard practically all standards in selecting their teachers. The dangers in this step can be more readily appreciated if we recall that among health and physical education teachers the stigma of non-professional actions and thinking has been especially strong. This has been brought about by their failure to project themselves into general educational affairs, their lack of interest and participation in school events outside their own sphere of influence, their unwillingness to see and study problems with their faculty colleagues, their frequent lack of cultural appreciation, their lazy habits of speech and dress, and most important of all their failure to concern themselves with the development of each boy and girl for complete living.

Meeting the Challenge

It must be said at this time that the political and social forces which have led to some of the warped thinking on the part of teachers in the field of health and physical education are recognized. The conflict in philosophy which will allow a government to expend millions of dollars for health education and physical conditioning of men in wartime and so little for these same necessities in peacetime is difficult to resolve in the minds of many of our teachers. Inadequate salaries, poor facilities, inferior training, frustrated plans, and poor leadership are basic problems which are difficult to overcome. However, if we are to hold the professional gains which have been made and achieve new ones, we must take action and not suffer the inertia of a group fighting for a lost cause. Our teachers must believe with all their hearts that a goal worth achieving is worth fighting for. There is no room for the cynic, and the fence sitter, the clock watcher, or the man who lives in his own shell. Teachers without hopes, convictions, and strong beliefs in the job they are trying to do are drifting in the sea of pseudo-education without an anchor.

Let us begin by examining ourselves critically. It will be impossible to denounce the actions of the weak teacher unless those who fling the challenge are themselves standing on solid ground. Do we have a modern philosophy of education and are we living it? If not, why not? Teachers cannot propose to move in the right direction without having a sound reason for their actions. A teacher's success depends on more than knowledge and preparation in subject matter and method. Our willingness to make every effort to understand our pupils, our desire to inspire and guide them, our belief in the value of what we do are equally essential. Mere mechanical perfection as a teacher will never compensate for these necessities. The innocence of youth is not so naive but that it will detect the coach or teacher of circumstance. Those in our profession who are simply "going through the motions," who are insincere in all they do and say, should be forced to resign as soon as trained personnel are available to replace them.

Professional integrity are words all too infrequently applied to teaching. As a matter of fact the groups which question the right of teaching to be classed as a profession claim that we can never achieve this status without a national body to pass judgment in cases involving teaching integrity. In brief, the heart of our whole problem can be found in the purpose, the decision, and the sensitivity we bring to our work. Only by clearly defining the goals for which we are striving and constantly bending our efforts toward the achievement of these goals can we inform others of the value and the need for health and physical education. Only by decisive action can we hope to win respect. We must have the ability to bring in a verdict when all the evidence has been presented. A lukewarm or impotent attack against questionable practices will never correct the fault. In the past too many in positions of leadership have reacted similar to the donkey who starved to death between two haystacks because he was unable to decide which one to nibble first. Indecision and dependence upon others has been costly. Only by being objective, alert, and discriminating can we remain abreast of the times.

The dangers we face today are very real in the eyes of the coaches and teachers returning to their old positions. After viewing the wreckage and talking to former staunch supporters in the community, many despair of ever repairing the damage. In those communities where incompetent and untrained individuals still retain positions thrust on them during the war years, we are losing the gains which many felt had lifted physical education out of the stepchild era. If we stand idly by and allow a group of wartime charlatans to steer our course, critics of health and physical education will have a field day. However, by rededicating ourselves in thought and action to the ideals and principles which have marked our progress in the past, it will be possible to salvage past gains and achieve new ones. The following are immediate resolutions which it is suggested should be adopted by competent personnel in health and physical education who desire to safeguard and improve their professional status:

1. Resolve to help establish a stronger state and national professional organization by having every teacher of health and physical education enroll as a member. It is true membership alone does not guarantee results in any struggle but it is always taken as an indication of interest and unity in the cause.
2. Resolve to have a greater interest in and appreciation of general educational problems so that health and physical education does not assume the position of a vested interest but rather retains its identity to the degree that is necessary to make its contribution to the complete education of the child.
3. Resolve to be articulate and demonstrate a desire and willingness to interpret health and physical education to school administrators, to other teachers, to pupils, to parents, and to the public at large so that its values and needs may be appreciated.
4. Resolve to recognize and implement the phases of

(Continued on Page 691)

stories, some of which they more or less believe at the time. They may report in all seriousness that they just barely escaped the onslaught of a lion, or that they performed some heroic deed, or even some long and complicated fabrication. Occasionally their phantasies, or their falsehoods, have to do with sexual matters.

This matter of false charges is worth calling to the reader's attention for two reasons. In the first place, the sex offenses provide a real problem and one which needs real effort for solution. We will not improve our chances of solving it by becoming hysterical over it, or by failing to view it objectively in its proper perspective as to frequency, seriousness, etc. In the second place, our concern over sexual attack against ourselves or against those close to us can be less intense if we realize that it occurs less frequently than is commonly supposed.

In conclusion, then, the fight against sex offenses needs to be waged in two directions. We need to treat the sex offender so as to help him to recover, and so as to protect society against a repetition of his offense; and we need, above all else, to tackle the problem of prevention by knowing more than we do about ourselves, and about our children. «»

The Teacher Shortage

(Continued from Page 638)

our wartime programs of health and physical education that have value for civilian progress.

5. Resolve to offer a broad program of health and physical education based upon sound criteria and made available to all pupils.

6. Resolve to teach our pupils and not subject matter for in this way the recipients of our attention not only learn but they become the best public relations media we have at our disposal.

7. Resolve to make the widest possible use of health and physical education facilities by promoting "extra-curricular" activities and assisting in providing programs for general community groups.

8. Resolve to establish and maintain high standards of training for teachers in the fields of health and physical education.

9. Resolve to insist that in-service teachers who wish to become certified in health and physical education meet the same standards established for undergraduate students. This means work in the background sciences, as well as the mastery of skills, and the taking of specialized courses.

10. Resolve to encourage high school students, who through interest and ability demonstrate a high potential in health and physical education, to seek professional training in this field so that unqualified teachers may be replaced as soon as possible.

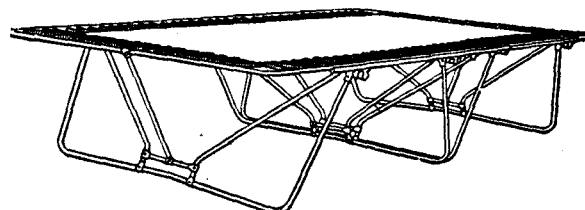
As never before, teachers in health and physical education are being watched by hopeful but cautious, and in many cases, skeptical eyes. Constant effort should be

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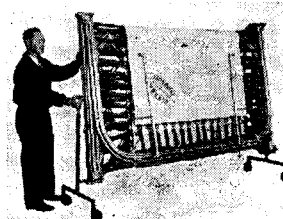
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made to hold ourselves aloof from the dangerous forces that operate in our midst while every means at our disposal is used to remove them. If we do our job properly now it will be possible to ride the wave of public opinion generated by the war years to greater triumphs. **If we fail now it seems inconceivable that we will ever again face such an opportune time.**

The final implication in the teacher shortage for health and physical education is one that points as much to the future as to the present. It is the challenge of worthiness. A bill of rights for teachers is slowly but surely evolving which promises to revolutionize conditions in our profession. The demand has been a just one and the gains which have been achieved are the result of much hard and earnest work. We have every reason to believe that the next two or three years will see advances which even the most optimistic teacher hardly dared hope for ten years ago. The question which now confronts us is concerned with quality; it involves self-evaluation. Have teachers become so cynical, so disillusioned that they no longer believe in or recognize the trust which has been placed in their hands? "Developing the citizens of tomorrow" is no catch phrase. It is still the heart and core of teaching and it still involves planning, constant professional improvement, enthusiasm, and a love for our work. If we believe with Horace Mann that, "Teaching is the most difficult of all arts and the profoundest of all sciences," it becomes plain that the road is not an easy one and that there are no short cuts. Let us stand intellectually, morally, culturally, and physically prepared to accept the improvements and the recognition accorded the teaching profession. We do not achieve status by asking for it, we do not gain respect by demanding it, and we have no privilege simply by taking it, for the true teacher stands on his own feet and is concerned with imparting **strength to society and not with receiving security** from it.

Resolutions

(Continued from Page 643)

Dorothy Eckmann—Chairman of the Committee for Entertaining Delegates' Wives

Caswell A. Mills—Chairman of the Commercial Exhibit Committee

Helen Smith—Chairman of the Records Committee

Anna Belle Shaw—Chairman of the Visiting Committee

Wallace Sutherland—Chairman of the Transportation Committee

W. Neil Ellis—Chairman of the Hotel Housing Committee

Clarence Panzica—Chairman of the Supplies Committee and Advertising Manager

Clifford Peck—Chairman of the Headquarters Committee

Norman Kunde—Chairman of the Speakers' Committee for Service Clubs

The loyal convention exhibitors for their financial support, fine spirit, and excellent cooperation in the splendid array of interesting exhibits,

The Northwest District, Southwest District, Washington State and King County Associations for promotion, support, and cooperative assistance in many ways,

The Mayor, the press, and radio stations for their assistance, The Seattle Convention and Visitors Bureau and the cooperating hotels for their services,

All of the universities, teachers' colleges, junior colleges, and public and private agencies for their cooperation,

The public and private schools of Seattle and King County and especially the individual teachers and pupils who contributed to the program,

Dr. William L. Hughes for his helpful services as past president of the Association,

Miss Kathro Kidwell and Lucille Trucano for serving as faculty advisor and chairman for the Student Section Meeting,

All affiliated organizations and groups which sponsored pre-convention meetings,

All of the organizations which contributed to the fine display of educational exhibits,

All speakers, section officers, committee chairmen and members, program and presiding chairmen, and discussion leaders for their untiring efforts on behalf of the progress of our Association and the completion of many projects essential to the success of the convention,

Individuals who served as consultants and as speakers for service clubs,

The vice presidents of the three divisions, Frank S. Stafford, Ruth Evans, and Dorothea Lensch for the stimulating divisional meetings and workshops.

The Northwest District Association for sponsoring the breakfast meeting of the state, district, and national leaders, the lunch aboard ship, the dance, and entertainment after the smorgasbord dinner, and the tea for wives of delegates,

Phi Delta Pi for its assistance in the sponsorship of the dancing and entertainment after the smorgasbord dinner,

All persons and organizations not mentioned specifically by name who contributed to the success of the convention. "■"

Challenging Portals

(Continued from Page 649)

qualified drivers, invested with the ability and judgment to make decisions important in molding the lives of our school citizens, and equipped with the vision to use the vehicles of our profession as a means to an end, not as an end in themselves.

The forcing open of this second great gate mentioned, that of "Traditional Curricula and Credential Requirements," seems on the one hand to be the duty of those who are in college or state positions where organization may be instituted. On the other hand this undertaking appears to be the responsibility of those working within our school systems who have the right to demand modern equipment and expert personnel. The two groups working both separately and in conjunction with such committees as the Professional Curriculum, Professional Advancement, Teacher Education, and Teacher Selection Committees, should be of sufficient strength to re-mold our curricula and credential requirements to meet the teaching needs of the prospective teachers in our field.

It would seem at times that the bunches of keys which we must carry are very cumbersome indeed. All have observed that too few are utilizing the technical skills and scientific knowledge which are now available, and which constitute the armature of keys needed to enter the challenging portals of our profession. You